CC#11

August 10, 1939

Circular Letter No. 11

To: Superintendents of Schools and English Field Assistants.

Re: GENERAL INFORMATION CONCERNING PROFESSIONAL CLASSES FOR TEACHERS AND THE DUTIES OF ENGLISH FIELD ASSISTANTS.

Ladies and Gentlemen:

This Department plans to continue during the coming school year the work carried on by the English Field Assistants last semester. We wish to take this opportunity to offer the following suggestions and recommendations for your information and guidance:

I. Organization of Professional Classes

1. When To Begin These Classes - Arrangements should be made to begin these classes the second week of school; that it, the week of August 28, 1939. Professional classes should be held once a week, on the same day and at the same time each week.

2. Time of Class - We suggest that the last period in the morning be used for the professional class; however, in zones where the Field Assistant has more than five (5) teacher groups per week, some of them may be offered the last period in the afternoon. We believe the practice of offering professional classes the first period in the morning or the first period in the afternoon should be discontinued because of the administrative and disciplinary problems created.

3. Arranging Time For Class - We suggest that instead of rotating pupil classes the necessary time for the professional class be deducted evenly from the preceding pupil classes. This will eliminate the tendency to deprive pupils of instruction in the same or a different subject each week.

4. Length of Class - The time allotted for professional classes should not exceed the length of the regular school period; that is, if the regular school period consists of fifty (50) minutes, the professional class should also be fifty (50) minutes long. Professional classes for teachers should be dismissed at the regular time for general dismissal; they should not extend over the regular time for dismissal.

5. Number of Teachers Per Group - More effective results can be obtained by working with groups of from 20 to 30 teachers. We recommend, therefore, that when it is possible to do so the number of professional classes be increased so as to decrease the number of teachers per group. We realize that it will be impossible to do this in districts where there are more than 300 teachers attending these classes; however, in those districts where there are less than 300 teachers attending these classes, we recommend that they be arranged so that there will not be more than 30 teachers per group.

6. Teachers Who Are To Attend These Classes - All urban elementary teachers who used English as a medium of instruction are required to attend these classes.

Superintendents are hereby authorized to excuse continentals from attending professional classes when it is felt that their presence does not lend a stimulating atmosphere. In such cases, however, they should be assigned to teach their regular classes.

It is impossible for us this year to employ a Corps of Field Assistants to serve the rural zones. We suggest that when it is possible to do so arrangements be made so that the rural teachers working near the urban zones may attend the professional classes.

7. Saturday Classes - We recommend that no professional classes be offered on Saturdays.

8. Work Materials - Superintendents are hereby requested to provide the Field Assistants with necessary stencils, paper, etc., from the supplies available in their districts.

9. Pay Roll and Office Space - The Superintendent of the district where the English Assistant makes his headquarters shall list him for purposes of the pay roll and shall provide him with office space.

You may find it necessary to deviate from some of these regulations in meeting particular problems. In cases of needed readjustments, please submit your suggestions to this office for approval putting them into effect.

II. Source Materials For Classes

1. Basic Textbook - Letitia Raubicheck - Improving Your Speech Noble and Noble, New York, 1935. This book can be purchased at the University Society, Brau 58, San Juan, P.R. The price is ninety (90) cents per copy. All teachers attending the professional classes should purchase a copy of this book.

2. Supplementary Textbooks

(a) Lucille D. Schoolfield - Better Speech and Better Reading - Expression Company, Boston, Mass., 1937. This book can also be purchased at the University Society, Brau 58, San Juan, P.R. The Price is $1.25 per copy. (A) ten (10) per cent discount is given on orders for ten (10) or more books). Teachers are not required to buy this book. We suggest that the teachers in each group contribute ten (10) cents each toward the acquisition of two or three copies of this book for use in the professional classes, for the practice drills and exercises contained in it will prove very beneficial and helpful to them.

(b) Letitia Raubicheck - How to Teach Good Speech - Noble and Noble, New York, 1937. This book can also be purchased at the University Society, Brau 58, San Juan, P.R. The price is $2.00 per copy. (A ten (10) per cent discount is given on orders for five (5) or more books.) We suggest that copies of this book be purchased for the school library and that supervisory officials and teachers read it so as to get a general idea of the trends in the development of speech training.

3. Supplementary Materials - From time to time, this Department will send you mimeographed supplementary materials which were prepared last year by the Field Assistants.

4. Reference Books - We are attaching to this Circular Letter a list of books which should be helpful to the Field Assistants as reference materials.

III. Scope of Work

Field Assitants are hereby requested to plan their work around the following objectives:

1. To help teachers overcome articulatory defects in their speech by providing appropriate drills and exercises. We suggest that the Field Assistants make use of charts showing the vocal organs.

2. To provide opportunities for teachers to become acquainted with the International Phonetic Alphatet sothat it may help them in distinguishing sounds. We suggest that the International Phonetic Alphabet be taught incidentally, not formally, because we lack suitable reference materials.

3. To provide opportunities for conversation on topics of immediate interest and utility. For example: current events, shopping, playing bridge, bidding bon voyage to a friend or friends, etc.

4. To help teachers correct common language errors by providing appropriate language drills, exercises, and activities.

5. To provide opportunities for oral reading by teachers jingles, rimes, short plays, stories, or magazine articles of interest. Basic textbooks should also be used for this purpose.

6. To provide opportunities for vocabulary development.

We suggest that the Field Assitants plan to cover a different phas of the work each week. For example: one week plan to have practice drills and exercises for the correction of speech errors; the following week devote the entire period to conversation; the next week plan to have oral reading and a general discussion or a dramatization of what is read; the next week plan to have appropriate language activities and vocabulary development, etc.

This will eliminate monotonous drilling week after week and it will help to stimulate the interest of the teachers participating in the work.

Field Assistants should continue from where they left off last semester. In the cases of those Field Assistants who were able to complete all the material included in Improving Your Speech, we suggest that before taking up a new phase of the work they provide for a review of those sounds in which the teahers are still weak.

It is hereby suggested that English Field Assistants and teachers refrain from engaging in unnecessary, time consuming discussions on the pronunciation of certain words used in different regions of the United States. For a people learning a foreign language, it is necessary to set some sort of standard and we have selected Webster's New International Dictionary as our guide. Please use this dictionary as the final authority in matters of pronunciation.

IV. Duties of English Field Assistants

For the information and guidance of Superintendents of Schools and English Field Assistants, we take this opportunity to list the duties of the Field Assitants.

1. To visit teachers who use English as a medium of instruction for the purpose of observing and listing the speech and language errors made.

We wish to state that all matters affecting classroom methods, adminsitrative procedure, and curriculum policy come under the jurisdiction of the supervisory officials concerned and not under that of the Field Assistants. The Field Assistants have no supervisory powers and they should not endeavor to assume the duties of the supervisory officials in their respective zones.

2. To conduct the professional classes.

3. To cooperate with supervisory officials in promoting institutes for teachers of English, demonstration classes, etc.

4. During the first week of school, the Field Assistant should file with each Superintendent of Schools in his zone a schedule showing the days and time of classes. A copy of this schedule should be sent to the Central Office.

5. At the end of the first school month, the Field Assistant should prepare and send to the Central Office a report listing the following information:

a. The number of teachersin each professional class.

b. The number of Continental teachers attending each group.

c. The number of Puerto Rican teachers in each group, indicating how many are teachers of English and how many are teachers of content subjects.

d. The number of rural teachers attending each group, if any.

e. The number of supervisory officials attending each group, if any.

6. At the end of every school month, the Field Assistant should prepare and submit to the Central Office a report on:

a. Visits and observations
b. Results of classes for teachers.
c. Suggestions for remedial work.

It is not necessary to make a detailed report of the work of each teacher visited. Please use the following form in listing your visits:

Date	Name of teacher	Class Visited	Time	No. of Visits to Date	Total Time
8/30/39	John Doe	Eng.Gr.III	45'	1	45'
9/30/39	Blanca Cordero	Soc.Stud.	45'	2	90'

Total number of visits for month_____

Total time in minutes_____

Average time per visit_____

For this purpose, the Field Assitant may find it convenient to use the form "Monthly Report of Visits", which can be obtained from the Superintendent of Schools.

Please make a tabulation of the common errors in pronunciation which have been selected as material for discussion in the professional classes. A brief statement of the work thus covered should also be made.

7. The Field Assistants should give the diagnostic test for a second time at the end of the first semester and a report listing the results obtained the first and second time the test was given should be prepared and sent to this Department. Please use the following form in preparing this report:

SENTENCE	Word & Sound	DISTRICTS: Adjuntas — NUMBER OF		Utuado — NUMBER OF		Jayuya — NUMBER OF		Total No. of Teachers	Total No. of Errors
		Teachers	Errors	Teachers	Errors	Teachers	Errors		
1	awhile	(1) 30	10	25	8	20	5	(1) 75	23
		(2) 30	6	25	5	20	3	(2) 75	14
	anywhere	(1) 30	5	25	4	20	6	(1) 75	15
		(2) 30	2	25	1	20	3	(2) 75	6
2	whetted	(1) 30	9	25	8	20	7	(1) 75	24
		(2) 30	7	25	4	20	5	(2) 75	16
	whittle	(1) 30	11	25	12	20	8	(1) 75	31
		(2) 30	5	25	6	20	5	(2) 75	16

NOTE (1) equals first time test was given.
(2) equals second time test was given.

8. The Field Assistants should send all correspondence and reports to the Gentral Office through the office of the Superintendent of Schools of the district directly concerned.

We hope this information will help you in formulating and carrying out your plans for the coming school year. We should appreciate any suggestions you may wish to make.

Very truly yours,

(Signed) O.B. IRIZARRY CALDER
Acting Commissioner of Education

REFERENCE BOOKS ON PHONETICS AND SPEECH

Author	Title	Publisher	Year
E. Boyce	Enunciation and Articulation	Ginn & Company (New York)	1915
O'Neill & Weaver	The Elements of Good Speech (Good for Elementary Course of College Level)	Longmans, Green & Co. (New York)	1933
Better Speech Institute	Practical English and Effective Speech	Chicago, Ill.	
Raubicheck	Teaching Speech in Secondary Schools.	Noble & Noble (New York)	1935
Federal Textbook	On Citizenship--Parts I, II, III	U.S. Dept. of Interior	1935
Barrows & Cordts	The Teacher's Book of Phonetics	Ginn & Co.	
James L. Barker	English Pronunciation	U.S. Dept. of Interior	1935
Marjorie Gullan	Choral Speaking	Expression Co. Boston, Mass.	
Cotrel Halstead	Class Lesson For Improving Speech	Expression Co. Boston, Mass.	
Robbins & Robbins	Correction of Speech Defects in Early Childhood	Expression Co. Boston, Mass.	
Louise Abney	Choral Speaking Arrangements for the Upper Grades	Expression Co. Boston, Mass.	
Louise Abney & Brace Rowe	Choral Speaking Arrangements for the Lower Grades	Expression Co. Boston, Mass.	
Barrows & Hall	Games and Jingles For Speech Development	Expression Co. Boston, Mass.	
Lewis & Holmes	Knowing & Using Words	Allyn & Bacon Boston, Mass.	

Guide to Pronunciation from Webster's New International Dictionary-1939